



MiTEAM Fidelity Training

Participant Packet





1. What type of instructions are given on page 2?

2. What type of interactions might a Supervisor be observing to complete the Observation Section? Whose behaviors are they observing?

3. What are the four procedures of data collection used in the Fidelity Tool?

4. What type of information is gathered on the first page of the Fidelity Tool?

5. What is at the beginning of each data collection section?

6. What types of documents might a Supervisor look at to complete the documentation section?

7. Who might a supervisor be talking to when completing Fidelity Indicators #56-#66?

8. How does a Supervisor complete the Supervision Section of the tool?

9. What are the four resources available for cross-referencing on pages 13-18?

10. Which Key Caseworker Activities does Fidelity Indicator #8 capture aspects of? Which Competencies do those Key Caseworker Activities represent?

11. Which Resources might you cross reference for Fidelity Indicator #46?

12. How might a Supervisor use the comments/notes section as a resource?

13. Look at Fidelity Indicator #77. What is meant by “Living Arrangement”? Which Resource did you use to find out?

14. Fidelity Indicator #77 also has TIPS in the KCA column. Which TIPS may the worker be describing if they are demonstrating Fidelity to this indicator?

15. If a Reviewer was Observing a Family Team Meeting and found that Fidelity Indicators #1 and #2 could be marked “YES” as it related to the Mother but “NO” as it related to the Father, which answer should they put and why?



Observation Practice Activity Handout



INSTRUCTIONS: As you watch the video, observe the woman with the **dark hair and purple sweater**. Answer the following fidelity indicators based on what you observe.

| | | | | |
|-------|------------------------------------------------------------------|-----|----|-----|
| 1, 29 | 3. Uses verbal responses that are consistent with body language. | Yes | No | N/A |
|-------|------------------------------------------------------------------|-----|----|-----|

| | | | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 1, 7, 10, 29 | 4. Acknowledges his/her authority and the disproportionate amount of power in the relationship; demonstrated by 2 or more of the following: <ul style="list-style-type: none">○ Positions in a non-confrontational posture○ Empowers individual(s) to share own story○ Uses statements that lessen power differential○ Conducts meeting in an environment chosen by individual(s)○ Empowers individual(s) to take ownership of their role in the case planning process | Yes | No | N/A |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

| | | | | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 10, 21, 22, TIPS | 17. Inquires about the individual(s)'s perspective on the child(ren)/youth(s)'s well-being (both physical and psychological). | Yes | No | N/A |
|------------------|-------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

Documentation Review Practice Activity Handout

INSTRUCTIONS: Review the following types of documentation and complete the fidelity indicators.

Service Referral Examples

1. What would be your response to Fidelity Indicator #51 if looking at service referral #1 below?

| | | | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 11, 15, 16, 20 | 51. There is evidence in the documentation that service providers were provided with clear and specific service needs for the family. | Yes | No | N/A |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

DEMOGRAPHIC INFORMATION

(For simplicity sake, this box implies that demographic information has already been appropriately filled out.)

Service Requested:

Anger management

Problem Identification (Reason for Referral):

Ms. Lewis has shown a pattern of inappropriate behaviors towards her seven-year-old son over the last three weeks during parenting time. Examples of this behavior includes, but are not limited to the following:

- Humiliating her son at school in front of peers and others by saying that he is dumb and that being there was a waste of everyone's time because he stutters too much and won't get the words right. This was during the middle of a Spring concert.
- Becoming quickly angered whenever her son doesn't respond to her within a certain unknown block of time. Once angered, she screams and threatens to hit him with any nearby object. Then she cries and apologizes for her actions.
- Blaming her son for being in foster care by saying if only he listened to her then she wouldn't be in trouble and he wouldn't have been taken.

Note: Ms. Lewis has been physically and emotionally abusive toward her son prior to her son coming into care.

Expected Outcomes (Be specific):

Ms. Lewis will:

- Learn to recognize signs of her anger.
- Learn coping mechanisms to address her anger.
- Develop a support system in which she can call when she's feeling vulnerable to her feelings.
- Learn positive (two-way) communication skills that can be used directly with her son.
- Understand the impact that her anger outbursts have on others, especially her son.

2. What would be your response to Fidelity Indicator #51 if looking at service referral #2 below?

| | | | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 11, 15, 16, 20 | 51. There is evidence in the documentation that service providers were provided with clear and specific service needs for the family. | Yes | No | N/A |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

DEMOGRAPHIC INFORMATION

(For simplicity sake, this box implies that demographic information has already been appropriately filled out.)

Service Requested:

Anger Management

Problem Identification (Reason for Referral):

Ms. Lewis has been physically and emotionally abusive toward her son.

Expected Outcomes (Be specific):

Ms. Lewis needs to manage her behavior appropriately when angry and learn to speak to her son in a more positive way.

Social Work Contacts Examples

1. What would be your response to Fidelity Indicator #53 if looking at Social Work Contact #1 below?

| | | | | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 20, 21, 22, 23 | 53. There is evidence in the documentation that the child's living arrangement has been fully assessed and determined safe. | Yes | No | N/A |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

On December 19, 2017, following a disposition hearing, CPS Ongoing Worker Shindig transported twelve-year-old Shawn to his paternal aunt's home for placement. Shawn's parents were both arrested at the court hearing because of outstanding warrants. After some initial conversation and introductions, Ms. Johnson was asked if she would provide a tour of her home. She indicated that was fine. CPS Ongoing Worker Shindig then invited Shawn on the tour as well. Ms. Johnson has a four-bedroom, two-bathroom ranch style home, with no basement and a pool in the backyard. She lives alone with her two cats. Ms. Johnson's home appeared clean. Prior to leaving, Ms. Johnson was provided with the foster care worker's name and contact information.

2. What would be your response to Fidelity Indicator #53 if looking at Social Work Contact #2 below?

| | | | | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 20, 21, 22, 23 | 53. There is evidence in the documentation that the child's living arrangement has been fully assessed and determined safe. | Yes | No | N/A |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

On December 19, 2017, following a disposition hearing, CPS Ongoing Worker Shindig transported twelve-year-old Shawn to his distant paternal aunt's home for placement. Shawn's parents were both arrested at the court hearing because of

outstanding warrants. After some initial conversation and introductions, Ms. Johnson was asked if she would provide a tour of her home. She indicated that was fine. CPS Ongoing Worker Shindig then invited Shawn on the tour as well. Ms. Johnson has a four-bedroom, two-bathroom ranch style home, with no basement. She lives alone with her two cats. Ms. Johnson's home was clean, and all exit areas were clear and accessible. Ms. Johnson has an in-ground pool in her backyard. The pool was covered with both a tarp and a fold down plastic top that was anchored to metal clasps drilled into the ground. Ms. Johnson indicated that the pool is only open from June 15th until September 15th. She added that she hires a lifeguard for her pool parties. She said she is very strict about that.

During the tour, Ms. Johnson showed all the bedrooms that were adequately sized, immaculate, and fully furnished. She stated that the bedroom closest to the bathroom would be the one for Shawn. Shawn's room had new bedding and was decorated with sports paraphernalia after learning Shawn was a sports fan. In each of the bedrooms were smoke detectors that also doubled as carbon monoxide detectors. Ms. Johnson also mentioned that her bedroom is the only room with a lock on the door and she has the key. The spare key is with a friend of hers. Ms. Johnson stated that the third bedroom is for her office, as she works from home as an entrepreneur. The fourth bedroom is designated for her cats. Ms. Johnson was asked if she had any weapons on the premises. She stated that she no longer had weapons in her home. She stated that her late husband used to be a hunter; however, his gun collection was willed to his older son from a previous marriage. Before ending the tour, Ms. Johnson showed Shawn where he could get towels and where to put his dirty clothes, which was in a laundry chute in the hall near his bedroom. She also mentioned to him that he is welcomed to eat anything in the cabinets and refrigerator. She showed CPS Ongoing Worker Shindig her food stocked in the refrigerator and pantry, which was full. She indicated that she grocery shops biweekly and typically cooks big meals on Sundays for her extended family. She indicated she would gladly cook more often if Shawn wanted. Shawn said that he wasn't used to that but was interested because he wanted to be a chef when he gets older. Ms. Johnson told him that he could cook with her, so he can learn how to prepare his favorite dishes. Shawn was very excited for the opportunity.

Following the tour, Shawn was asked if he had any questions. He said that he did not at the time. Shawn was also asked if he had any concerns. He responded that he didn't. Ms. Johnson was thanked for her time and told that a new worker, Shawn's foster care worker, would be contacting her soon for a visit as he were unable to make the current visit. Ms. Johnson was then provided with the foster care worker's name and contact information. CPS Ongoing Worker Shindig did not have any safety concerns after viewing the home and talking with Ms. Johnson.

Interview Practice Activity Handout

NARRATOR: *John Sup accompanied his worker Patty on an initial contact of a new CPS investigation. He observed her interview with a child at the school. Following the school interview, John Sup accompanied Patty to the family home and observed her interview with Ms. Fake. Ms. Fake was visibly upset and shaken by the fact that CPS was there so although Patty introduced herself and John, no further explanation for his presence was able to be given at arrival. After Patty completes her interview, John addresses Ms. Fake for purposes of setting up the fidelity interview.*

John Sup: *Ms. Fake, thank you again for your time today. I know that Patty will be coming over again tomorrow to talk with your husband about the allegations, but I was wondering if I could follow up with you about something a little different. The department has developed some new processes to learn more about how we can better serve our community. One way that we are trying to do that is by hearing directly from families we interact with through randomly selected interviews. Your case was selected. As Alexa's mom, you are a key person in this family and your insight and perspective is extremely critical for us to hear. If you are willing to participate, our conversation would be separate from the investigation and will not influence decisions made in your case. However, it will help us learn about what you think we are doing well and what we may need to improve when serving children and families in similar situations to yours in the future. Would you be willing to set up a time for us to talk?*

Ms. Fake: *I don't know. I'm not sure I can trust you. You showed up on my doorstep today and accused me of hurting my child based on a bunch of lies from my ex-husband who is clearly attempting to hurt me because he wants custody of Alexa. I'm not really in the mood to help you. You want my insight? Stay out of my life and worry about the kids out there who are actually being abused.*

John Sup: *I can't imagine how you must be feeling right now and I can understand if you don't want to do the interview. However, I mean it when I say that your voice is critical for us to hear so we can understand your experience and try to improve our practices. Would it be ok if I called you next week and see if you are open to talking after you have had some time to process everything that has happened? If you still don't want to talk, I will understand.*

Ms. Fake: *Sure. I doubt I'll want to, but you can call.*

John Sup: *Thank you for being open to that. I'll talk to you next week.*

NARRATOR: *John calls Ms. Fake the following Friday and she does not answer her phone. He leaves a message again explaining his desire to talk with her and the purpose of the interview. He does not hear back from her that day. He tries again on Monday afternoon and Ms. Fake answers.*

Ms. Fake: *Hello?*

John Sup: *Hi Ms. Fake. This is John Sup, Patty's Supervisor. Do you remember me?*

Ms. Fake: *Yes, I remember you.*

John Sup: *Ok. I'm calling in attempt to follow up with you about the interview we discussed. If you recall, your case was randomly selected. The purpose of the interview is to get your insight and perspective about your experience with us so that we can learn about our service to families and try to continuously improve. Do you remember us talking about that?*

Ms. Fake: *Yes, I remember. I got your message on Friday and I still didn't want to talk. But I talked about it with my mom this weekend and she thought it was a good idea. So....I guess we can talk.*

John Sup: *Well, I really do appreciate that. As a reminder, our conversation is separate from the investigation and will not influence case decisions. Our focus will be your perspective about your experience with Patty and the investigation process. Other than immediate safety concerns, our conversation is confidential. Does that make sense?*

Ms. Fake: *Yes, it makes sense.*

John Sup: *Ok. Well first and foremost, I want to acknowledge that you did not ask for CPS to be in your life and that it can be extremely difficult for everyone involved. I'm wondering, how do you feel like you and your family have been treated by Patty throughout this process?*

Ms. Fake: *(sigh). Patty's been fine. This whole thing has been really hard but Patty has been patient. She's young. I don't know if she really understands what it's like to be a parent or have CPS in your life. But she's nice enough to me, I guess.*

John Sup: *You mentioned that she has been nice and patient. Would you say that she has treated you with respect?*

Ms. Fake: *Yeah, I would say that.*

John Sup: *That's good to hear. Can you tell me more about how you feel your experience working with Patty has been?*

Ms. Fake: *I don't know. I didn't like her talking to Alexa at school without me knowing - I don't think that's right. I will say that when she found out how stressed out and embarrassed I was that my heat was going to be turned off, she sat down with me and showed me how to complete the SER application. That was really nice of her.*

John Sup: *That's really great insight to have. Would you say that her assistance with the SER was helpful?*

Ms. Fake: *Yes, it definitely helped. It kept my heat on and prevented us from having to find somewhere else to go.*

John Sup: *That's great! Thank you so much for sharing that. Now, I know that Patty is still working with you, but I was wondering: have there been any decisions that have had to be made so far during the course of the investigation?*

Ms. Fake: *I don't think so. She just needed to talk to all of the children, parents and our partners. She was going to let me know when she was done. I think she's talking to my ex-husband's wife tomorrow. I'm sure she'll get an earful.*

John Sup: *Yeah, there are certain people she is required to talk to. However, a decision in every CPS investigation has to be made about additional people who may need to be interviewed. Sometimes there are others, sometimes not. From your perspective, did you have a chance to share with Patty who you thought she should talk to ensure Alexa's safety?*

Ms. Fake: *No. She didn't ask. She just told me who she had to talk to. I kind of wish she was going to talk to my ex-husband's sister. She adores Alexa and has always called her brother out if he gets out of control. I worry about Alexa's safety over there and his sister would have insight about my ex's stability. I would have liked Patty to talk with her.*

NARRATOR: *The interview would continue. However, for our purposes today, we will stop there. Based on what you heard, please answer the fidelity indicators #56, #58, and #62.*

| | | | | |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 1, 2, 3, 4, 5, 7, 18, 21, 22, 24, 25, 26, TIPS | <p>56. The individual(s) was able to identify helpful activities of the worker, which may include, but is not limited to:</p> <ul style="list-style-type: none"> • The worker responded promptly to phone calls • The worker offered special accommodations to the family to support engagement, participation and/or partnership. • The worker consulted with the parent, caregiver or child(ren)/youth(s) before decisions were made • The worker actively assisted in addressing obstacles to engagement. • The worker actively assisted in recognizing, honoring and strengthening child(ren)/youth connections. | Yes | No | N/A |
| 1, 28, 29 | 58. The individual(s) feels respected by the worker. | Yes | No | N/A |
| 4, 5, 7, 10, 14, 19, 21, 22 | 62. The individual(s) described specific examples where his/her input was utilized in decision making. | Yes | No | N/A |

Monthly Supervision Practice Activity Handout

INSTRUCTIONS: Look at your assigned fidelity indicator and come up with three questions (or inquiry statements) that can be asked to shift the case conference discussion from gathering policy information to information that you would need to answer your fidelity indicator. You can reference the types of questions to avoid in Appendix E: Interview Guidance on pages 23 – 24 in the MiTEAM Fidelity Guide because they are also good to avoid in the context of supervision.

During monthly supervision meeting(s), the worker was able to identify:

| | | | | |
|-----------------|------------------------------------------------------|-----|----|-----|
| 1, 7, 8, 10, 22 | 68. What is most important to the individual/family. | Yes | No | N/A |
|-----------------|------------------------------------------------------|-----|----|-----|

Possible questions or statements of inquiry:

| | | | | |
|----------------|--------------------------------------------------------------------|-----|----|-----|
| 27, 29 TIPS | 72. How he/she educated parents on the potential impact of trauma. | Yes | No | N/A |
|----------------|--------------------------------------------------------------------|-----|----|-----|

Possible questions or statements of inquiry:

| | | | | |
|------------|-------------------------------------------------------------|-----|----|-----|
| 13, 14, 18 | 75. How successes are acknowledged (however large or small) | Yes | No | N/A |
|------------|-------------------------------------------------------------|-----|----|-----|

Possible questions or statements of inquiry:

| | | | | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 4, 5, 7, 10, 29 | 81. What progress has been made so the family's team is taking ownership of the case planning process and fully participating in the shared decision-making | Yes | No | N/A |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|

Possible questions or statements of inquiry:

| | | | | |
|-------------------|----------------------------------------------------------------------------------------|-----|----|-----|
| 1, 27, 29 TIPS | 84. The worker identifies own team members that support their professional development | Yes | No | N/A |
|-------------------|----------------------------------------------------------------------------------------|-----|----|-----|

Possible questions or statements of inquiry:

MiTEAM Fidelity Training Knowledge Check



1. The purpose of the MiTEAM Fidelity Tool is:
 - a. To reinforce behaviors aligned with the MiTEAM competencies.
 - b. To provide opportunities to celebrate best practices.
 - c. To provide coaching opportunities to develop best practices.
 - d. To measure the extent to which the enhanced MiTEAM Practice Model behaviors are being practiced as designed.
 - e. All of the Above.
2. The 4 data collection procedures of the MiTEAM Fidelity Tool are:
 - a. Watching, Reviewing, Interview, Case Conferencing.
 - b. Observation, Documentation, Interview, Supervision
 - c. Observation, Case Read, Survey, Self-Assessment.
 - d. None of the Above.
3. The Resources included in the MiTEAM Fidelity Tool can be used to:
 - a. Take notes that will help guide feedback conversations.
 - b. Understand which Key Caseworker Activities fidelity indicators are intending to capture.
 - c. Broaden understanding of the content that trauma conversations may include.
 - d. Ensure that reviewers are interpreting Key Terms as intended.
 - e. All of the Above
4. The MiTEAM Fidelity Web Application is accessed through:
 - a. LMS – Learning Management System
 - b. Entering MiTEAM Fidelity Web Application into a Google Search.
 - c. Michigan Department of Health and Human Services Home Page.
 - d. MiLOGIN
 - e. All of the Above.
5. Paper versions of the MiTEAM Fidelity Tool can be printed from:
 - a. The Survey Page of an Accepted Case on the MiTEAM Fidelity Web Application.
 - b. The Resources Section of the MiTEAM Virtual Learning Site.
 - c. The About Section of the MiTEAM Fidelity Web Application.
 - d. The MiTEAM Practice Model Website
 - e. All of the Above.
6. The MiTEAM Fidelity Tool is used:
 - a. Once per worker per quarter on a randomly selected case.
 - b. One worker per quarter on a randomly selected case.
 - c. Five times per quarter with any case and any combination of worker.
 - d. None of the Above.
7. MiTEAM Fidelity Data can be used at the individual, unit, agency, county, regional and statewide levels.
True False
8. The MiTEAM Fidelity Tool is a test that staff either pass or fail.
True False
9. MiTEAM Fidelity Data should be used for disciplinary action with staff.
True False
10. The 3-step approach to delivering feedback includes asking the person for their own self-assessment, asking the person what they think other's assessment would be, and then providing your own feedback as a mentor.
True False